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A workshop was held at George Washington University to consider the shortage of adult educators to meet the needs created by the Federally assisted programs in adult education and possible ways to prepare a wide variety of adult educators in large numbers, in a short period of time, without lowering professional standards. Discussion centered on three pre-workshop papers on the training of local leaders as teachers of functional illiterates, the development by universities of short term study programs for these teachers, and the need to reach and encourage those who do not participate in community affairs. Suggestions reflecting majority opinion emerged. Universities and institutes should be more fully used, perhaps with new university offices to coordinate the new Federal programs with departmental and faculty resources, and with institutes planned two years ahead. Estimates of local needs should be made realistically; an information clearinghouse should be set up by the Office of Education or other group. Professors should determine if they can contribute to the program and, if so, should be given financial assistance. Long and short range goals should be clearly differentiated. (jf)

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FINAL REPORT
OF
WORKSHOP ON ACCELERATING
THE PREPARATION OF ADULT EDUCATORS

HELD AT
THE GEORGE WASHINGTON UNIVERSITY
ON
SEPTEMBER 7 - 9, 1965

UNDER
CONTRACT OE-5-99-256
WITH THE U.S. OFFICE OF EDUCATION

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ACKNOWLEDGEMENT

The Workshop could not have been held and certainly could not have made any effort to contribute towards the solution of the problem without the cooperation of a great many people. It is impossible to single out each one; but this final report would be incomplete without recognizing at least some of those who made significant contributions and expressing gratitude to everyone involved.

The workshop coordinator is deeply indebted to:

Dr. Roy Minnis of the U.S. Office of Education, who provided outstanding leadership, both in seeing the need for the workshop and in providing professional and other support,

Dr. Malcolm Knowles, Chairman, Commission of Professors of Adult Education - AEA, who shared in the original inspiration for the workshop and who was a valuable contributor to its development, and

Dr. George Aker, Dr. Alexander Charters, and Dr. Howard McClusky, three outstanding educators who, on short notice, produced three significant working papers.

No workshop can function without adequate logistic support. Overall administrative support was provided by Miss Ree McGilton and specific secretarial service by Miss Ann Wallace.

Of course, the workshop could not have been held if busy adult educators were not willing to give of their time to meet with the various government officials and resource persons who attended.

To these people, and to all others who offered their help, the coordinator gives deep thanks and looks forward to many more opportunities to work with these outstanding individuals.

Leonard Nadler
Workshop Coordinator

CONTENTS

BACKGROUND OF THE WORKSHOP 1

WORKING PAPERS 3

Strategies of Leadership for Adult Basic Education (Aker) 4

The Education of University Extension Personnel (Charters) ... 20

The New Personnel Required by the New Clientele of Adult Education (McClusky) 27

THE WORKSHOP 34

First Day 34

Second Day 35

Reports .....

Adult Basic Education Group 36

University Extension Group 38

Community Education Group 40

Third Day 41

Conclusions and Recommendations 41

APPENDIX .....

Roster of Participants 46

Workshop on Accelerating the Preparation of Adult Educators

Background of the Workshop

At the present time in the United States, much of our resource is involved in the War on Poverty. It is not unusual, therefore, to find that this topic is of great interest to adult educators. Many adult educators have long been involved in efforts to conserve our human resources. Adult education has basically been composed of those normally thought of as in the "helping professions."

When one reviews the Economic Opportunity Act of 1964, it becomes apparent that this Act is based on education, and primarily the education of adults. A significant section is Title IIB, or the Adult Basic Education Program. However, this Title must compete with other titles and other acts for the attention and efforts of the adult educators.

In an effort to begin looking at the whole problem as it affects adult educators, a small planning meeting was held in Washington, D.C. in the Spring of 1965. The planners were Drs. Malcolm Knowles, Roy Minnis, and Leonard Nadler. They agreed that a workshop would be an appropriate device for beginning to focus on the problem.

It was agreed that those to be invited to the conference would basically be in three groups: (1) those directly involved in the professional preparation of adult educators; (2) those with active programs utilizing significant numbers of adult educators; (3) and resource persons from the Federal Programs creating the need for additional adult educators. The list of persons to be invited was worked and re-worked. It is quite possible that some persons were omitted who could have contributed, but the intent was to have a small group. Those who attended are listed in Apendix A. Some few of those invited could not attend. The list only reflects those who were actually in attendance.

The planners also agreed that it would be helpful if the problem could be viewed from the viewpoint of three areas:

1. Adult Basic Education - as reflected in Title II B and other related legislation,

2. University extension - as related to the EOA but also recognizing that the passage of the Higher Education Act of 1965 appeared imminent with its Title I - Community Services Projects, and

3. Community adult education - as reflected principally in Title II A of the EOA as Community Action Programs. However, other aspects of community adult education programs were not to be ignored.

The George Washington University, School of Education, was awarded a contract to conduct the workshop and Dr. Leonard Nadler was assigned as the Workshop Coordinator. The Workshop was held on September 7 - 9, 1965 at The George Washington University.

General Nature of the Problem

As the planning proceeded, the workshop problems were further refined. This was conveyed to those invited in the form of a letter of invitation followed by three working papers. These papers are presented, in briefed form, in a later section of this report.

The basic problem was identified as the shortage of adult educators to meet the needs created by the Federally assisted programs in adult education. Recognizing the potential impact of the various legislative acts, it becomes apparent that their success can be severely hampered by inadequate numbers of professionally prepared adult educators. The current graduate programs are worthwhile and needed. However, they were never meant to meet the need as it now exists. If the need is to be met, then ways must be found to prepare a wide variety of adult educators in large numbers, in a short period of time, without lowering professional standards.

As will be seen from the remainder of this report, the problem was further explored during the workshop, and other dimensions of it came to light as the workshop participants concentrated their professional experiences on the apparent problems.

Working Papers

To begin the workshop process, three leaders in adult education were invited to prepare working papers in the three areas identified earlier. The objective was to prepare a paper which could be sent to the workshop participants prior to the meeting so they could begin to explore the problems.

The papers presented in this report have been edited. (Copies of the original papers are still retained by the workshop coordinator). The workshop coordinator assumes complete responsibility for any damage done to the papers through editing.

STRATEGIES OF LEADERSHIP FOR ADULT BASIC EDUCATION -

Dr. George F. Aker

Magnitude of the Problem

Eight, ten, fifteen, twenty-five million of us who are 25 years of age or older are functionally illiterate! It is easy to identify or develop statistics to dramatize the problem of illiteracy and undereducation in the United States, and our methods of reporting such statistics can be frightening indeed. Yet it is alarming when one considers that our most conservative studies place the number of adult illiterates at something near the ten million figure.

If the problem is to be solved; if these millions of Americans are to be afforded an opportunity to become effective citizens with the capabilities needed to pursue their hopes, their dreams, and their aspirations; if we are to avoid the movement toward becoming an all-out "welfare state"; if we are to maintain and refine the basis for human values provided by our cultural, evolutional, and religious heritage; and if we are to satisfy our seemingly (hopefully) unquenchable thirst for freedom, dignity, and self-respect, then we must give high priority to the resolution of this American paradox until the problem has essentially been solved. We cannot afford to wait for more effective theories, for needed research and for better educational technology. Admittedly, our knowledge about the nature of the learning process and our understanding of the socio-psycho determinants of cognitive development and value change is in a rudimentary stage of development. To wait for new developments in teacher training, student recruitment, and educational programming will help guarantee that 10,000,000 new functional illiterates will be added to our existing supply with each passing decade—assuming no change in the present rate of population growth.

The fact that 55 million American adults have not completed high school, that more than half of these have completed less than a grade school level education, that four-fifths of our "permanently unemployed" are functionally illiterate, and that only one out of five American adults was engaged in any form of systematic educational activity in 1961 is a signal that we have not a minute to lose in beginning what may become the greatest battle of humankind. The interaction between program and practice on the one hand, and research and development on the other, will generate the knowledge, the instrumentalities, the socio-ideology, and the technology needed to raise nearly all people into the realm of the "learning society."

Having sketched the magnitude of the task before adult basic education, let us apply some simple arithmetic to view the problem in another dimension. If we take the figure of 15,000,000 (a nice average) as representing the number of persons that are to become functionally literate and attain a cognitive effective level wherein learning itself becomes a self-perpetuating activity; and if we embark upon a plan for substantially

reducing or eliminating the problem by the year 1975, we can achieve our goal by helping an average of 2,500,000 functional illiterates raise themselves to the level of functional literacy each year for 10 years. This play on numbers assumes that each loss of a functional illiterate through death, or immigration, etc. will be replaced by a new-comer to our adult illiterate society, and that this in-put exchange is over and above an anticipated addition of one-million new adult illiterates to our society each year.

Going on with our numerical game, if the equivalent of one good adult teacher could effectively raise an "average" class of 25 functional illiterates to the minimum level of literacy (whatever that is) in 10 weeks, he could eliminate approximately 125 illiterates each year. (The same figure results if we assume, unrealistically perhaps, that a full-time teacher can move one "average" illiterate to literacy in two days.) Either way, our goal of helping 2.5 million functionally illiterate persons to become literate each year would require the equivalent of 20,000 skillful adult teachers. If our goal is raised to help the great majority of our adults attain a high school level of education within the next ten years, we will need more than twice as much manpower.

Needless to say the foregoing discussion, while it may be interesting is of little value from an operational point of view since we can expect certain factors in relation to improvements in pre-adult education as well as in adult education technology to change dramatically during the coming decade. These will be positive forces in our campaign against undereducation; continued population growth might well represent a negative force in this regard—especially when we view the problem on a world-wide basis.

Major Concerns in Program Development

The following discussion will focus on what might be called "first problems" which need to be resolved in launching a nation-wide program in adult education. First, there is the general question of developing an organizational structure which will provide for both centralization and decentralization in such a way as to:

(1) bring about the most efficient and effective possible use of existing and potential resources at the local, state, regional, and national levels;

(2) provide for rapid dissemination and exchange of knowledge that is pertinent to the development and improvement of adult basic education programs;

(3) encourage experimentation and innovation and the widespread application of sound and tested practices;

(4) make possible a variety of evaluations and comparative studies that will help eliminate ineffective practices, identify effective ones, uncover important research needs, and provide measures of progress and accomplishment;

(5) provide a means for program identification and status on the part of professional and lay personnel, the general public, and the specific publics served (clientele) that will be commensurate with the importance of the goals of adult basic education;

(6) overcome the disadvantages frequently inherent in a "crash program" which are manifested by poor coordination, inefficient operations, internal conflicts, external skepticism and criticism and related proofs of the "haste makes waste" adage.

Organization to achieve the foregoing six objects must be based upon viewing adult basic education as both a field of practice and a field of study.

As a field of practice, we are concerned with identifying and training needed leadership resources, with identifying, recruiting and motivating learners, with testing, guidance, and counseling, with materials, equipment, and facilities; and with numerous other things related to providing situations where effective teaching and learning can take place. To practice adult basic education, we need competent program administrators, skillful recruiters, leadership development specialists (teacher trainers), adult counselors, and last but not least, we need thousands of good teachers or instructional leaders.

As a field of study we need to discover: better ways to develop and administer programs of adult basic education; improved techniques to use in identifying learners and in building their desire to participate and to learn; improved adult education methodologies; more adequate materials; and new and better ways to prepare teachers and counselors and the necessary administrative and supervisory personnel for work in adult education.

The Selection and Preparation of Leaders

Cyril O. Houle's conceptualization of the pyramid of leadership for adult education illustrates how a relatively large number of programs can be organized to serve millions of adults with a relatively small number of full-time professional persons serving in the higher levels of administrative and program development responsibility. The model provided by the Cooperative Extension service based upon broad policy and goals at the

national level, more clearly defined problems and educational needs at the state level and specific action programs developed with local leadership at the community level beautifully illustrates the "pyramid effect" when viewed within the framework of a single agency. In this example fewer than 15,000 professionals are able to effectively serve millions of adults annually in the development and execution of a wide range of educational programs. The key point for this efficiency inoperation is that professional staff members devote the major portion of their time to training volunteer leaders who in turn expand the initial efforts many times over.

The underlying assumption in regard to leadership development is that the greatest impact can be made through the employment of thousands of local leaders who can be adequately trained in a relatively brief time for work in adult basic education programs. The term local leader as used here refers to the vast potential resource of professional and non-professional adults who can be identified as having a desire to participate (either full-time or part-time) in carrying on adult basic education programs within their respective communities. The specific tasks to be performed by local leaders include: recruitment, promotion, testing, counseling, and teaching, or performing certain activities under the direction of "professional" adult educators which contribute to the achievement of such tasks.

Recognizing that leader selection and training at every operational level is a critical factor in relation to the success (or failure) of a nationwide program for adult basic education, it is suggested that selection and training procedures be given top priority in terms of available time, personnel and finances. To provide a basis for further examination of leadership development, an attempt will be made to clarify the role of leadership in adult basic education, look briefly at the different kinds of leaders required, identify some sources from which such leaders might be drawn, and examine several approaches to training which might be useful in preparing more leaders, better and faster than we have accomplished heretofore.

The Role of Leadership in Adult Basic Education

The effectiveness and quality of adult basic education will be determined by how successful we are in involving a majority of those persons who can profit from such a program, helping them attain the goals and objectives of adult basic education (which start with, but go far beyond a beginning in the world of reading), and bringing about the ultimate behavioral changes among learners in terms of their skills, understandings, sensitivities, appreciations, self-concepts, etc., etc.

Studies of adults participating in higher levels of education suggest that continued participation and commitment to life-long learning may be related to the quality of programs experienced in the past. If the ultimate success of adult basic education can be specified in terms of how effective we are in motivating adults to continue their learning, the importance of quality programs, skillful teachers, and a favorable public image cannot be overstressed.

In the final analysis, the success of the program will rest in the hands of those leaders who will be in face-to-face relationship with potential and actual adult learners. These leaders will be responsible for the first contacts with the learners, for establishing a favorable and effective rapport with them and for planning and carrying out the educational program at the community level. The teachers and other leaders of adult basic education will need special knowledge and skill for their new roles in adult counseling, teaching and human relations—areas of competence which may not have been developed in their previous experience.

This "first" level of leadership should be provided with every opportunity for systematic preservice and in-service training to enhance or improve the knowledge, skills, and competence upon which their work depends. These leaders (teachers, auxiliary teachers, recruiters, counselors, program organizers, and promoters) need to be back-stopped by the best professional talent that we can muster for the area of adult basic education. These "back-stoppers," representing community and state level adult educators, similarly need to be provided a variety of opportunities for professional improvement to more effectively carry on their functions of in-service training, preservice orientation, program planning and coordination, materials selection and development, evaluation, supervision, and administration.

It is obvious that a systematic and effective training program for adult basic education should be implemented at all levels of the "pyramid" and that mechanisms will be needed to effectively interrelate the outcomes of national, regional, state, and community training programs. The creation of a National Commission of adult teachers, administrators, researchers, and other implement a nation-wide interagency leadership training program for adult basic education.

There are literally tens of thousands, of well-trained and highly competent adult educators in the country. Many of these persons could readily orient themselves to the field of adult basic education—many have already made this transition and undoubtly many more will follow. However, it would be pure folly if we attempt to satisfy a substantial part of our leadership needs by recruiting out of other areas of adult education (or pre-adult education). One of the greatest dangers inherent in the contemporary "crash" project nature of adult basic education is that we may delude ourselves into acceptance of the idea that this is the "one and only" of

adult education. To do so at the expense of providing more and better opportunities for the continuing education of the vast majority of our more highly education citizenry would defeat the basic purpose of the adult basic education program.

Flexibility is perhaps the most noticeable characteristic of the adult education movement in the USA and most of our existing programs are strong enough to withstand the strain of some drain on their personnel. Such a strategy will provide the basis for later attracting new leadership to the field and time for preparing the "new leadership" for their special roles in adult basic education.

An immediate need in regard to leadership is that of identifying "new faces" at the local level. The following sources represent a vast reserve of potential leaders from which recruitments could be made.

Business and Professional Personnel
Clergy and Religious Leaders
College Alumni
College and University Faculty
College Students
Four-H, Scout and Youth Leaders
Fraternal Organizations
Librarians
Mature Women
New Literates
Other Lay Leaders of many kinds
League of Women Voters, Red Cross, etc.
Public School Personnel
Retirees
Two-Year Associate-in-Arts Degree Graduates
Service Clubs
Union Leaders
Vista Workers

Although the above listing is by no means complete, it does suggest that a vast reservoir of potential leadership exists for local adult basic education programs.

While there is good evidence to believe that extensive formal schooling should not hold highest priority as a selection criterion for teachers of adults, it should be noted that most present volunteer leaders for adult basic education are persons who have completed more than a high school level of education.

Consequently, new recruiting methods and new ways of providing basic orientations may be necessary as we attempt to involve other segments of society. In any case, it is known that persons with broad experimental

backgrounds can be helped to become competent adult teachers through intensive methods of teacher training.

Leadership Training

A relatively large body of knowledge has been developed in relation to the training needs of adult education leaders and lay workers; and the goals of in-service education and graduate study in adult education have been treated in considerable detail. From this body of knowledge one can deduce the following principles which should serve as a basis for developing training programs at any operational level:

1. Programs should be designed so that participants come to perceive and understand the connections that exist between one area or level of education and the next. In other words, groups should be formed on the basis of heterogeneity so that a variety of agencies are represented; content should be selected to show the relationships between basic education, vocational education, and liberal education; and methodologies should be employed that can later be used in assisting the adult learner to understand and apply principle himself.
2. Orientation is the most important phase of pre-service training, and a substantial proportion of the program time should be allocated to general orientation concepts.
3. Most experienced teachers of pre-adults need a period of re-orientation in order to effectively operate in a voluntary adult learning situation.
4. A variety of formats, methods, and techniques should be used in designing a systematic, long-range in-service training program.
5. Those who are to participate in the training programs should play a key role in developing the objectives of the programs.
6. Training objectives should be clearly defined so that they can be used as guides in the selection of subject matter, methods, and materials and as a basis for evaluation.
7. Feedback should be provided through continuous evaluation techniques including control groups, pre-tests and follow-up appraisals.

Formats for Leadership Training

The following discussion is based on the proposition that the major and immediate goal of leadership training in adult basic education is to adequately prepare, in as short a time as possible, a relatively large number of persons for work in the field. The central task is that of providing

a useful orientation that will enable new personnel to begin their duties in an effective way, and to establish a long-range plan for continuous and systematic professional development activities. More specifically, the early stages of leadership training should set the stage for a program of in-service training that will enable the adult educator to:

1. Undertake and direct the basic process of education from the refinement of objectives to the final evaluation and follow-through.
2. Understand and effectively relate to the basic needs, interests, and wants of his particular learners or clientele.
3. Effectively integrate his program of adult basic education with other forms of adult education in the community.
4. Understand and follow procedures for keeping himself up to date as new developments occur in the field.

Combinations of the following methods and formats are suggested as being useful for pre-service and orientation-type programs.

1. Weekend Community Seminars. Weekend seminars can be held in local communities to provide a basic orientation to the nature, purpose, and scope of adult basic education. Such seminars require little if any interruption of other responsibilities, provide an opportunity for personnel from the various agencies to become better acquainted and develop a common purpose and philosophy in relation to adult basic education; and they make maximum use of community resources. They can also be combined with field trips to "poverty areas" and can serve the dual-purpose of recruiting new leaders to the field. Leadership for the community seminars can be provided by state and local departments of education, health and welfare agencies, faculty members of community colleges, professional personnel attached to MDTA programs and Job Corps training centers, personnel of the Cooperative extension service and public libraries, universities extension personnel, college and university faculty members, and a variety of outside consultants who have special contributions to make.
2. Evening Community Seminars. Evening sessions provide an additional opportunity to orient potential and newly recruited personnel. While evening sessions are usually not as intensive in nature and consume more time in "getting started," they can be quite effective in developing a strong local corps of adult basic education leaders. Such sessions can be scheduled on a weekly, bi-weekly, or monthly basis. They are even more desirable as mechanisms for continued in-service education, following initial orientation and employment.

3. Residential Conference, Workshops, and Institutes. The development of longer term residential programs is especially desirable for full-time professional personnel—especially those persons who have specialized responsibilities in relation to local in-service and pre-service training, recruitment and community surveys, testing, evaluation and counseling, program planning, materials development, and supervision.

If possible, residential workshops and institutes should be held on university campuses where a variety of needed resources are available to the participants. Programs extending from two to three weeks provide an opportunity for intensive examination of major concerns, problems and issues; afford an opportunity to practice and develop newly acquired skills; and allow time for individuals and problem solving teams to develop program plans and materials for use in the local communities. Another advantage of the "on campus" programs is that it may be possible for some of the participants to acquire college credit for their activities should they desire to do so.

It should also be noted that the longer term residential experience provides an economical basis for organizing and conducting statewide, regional, and national programs in which a variety of agencies and personnel can learn to cooperate and coordinate their respective activities for the good of all.

National and regional programs can be highly effective and efficient in preparing state-level personnel to develop and administer statewide programs in which the participants are responsible for developing and operating programs at the local level. In this model, each level of operation serves as a catalyst to the level below until the entire educational reaction has run its course. Longer programs of the type described here are also more apt to produce useful materials, handbooks and the like, than are local programs of shorter duration, and thus provide still another thrust toward wider coverage of the nation's leadership.

4. The Inclusion of Training for Adult Basic Education in the On-going Leadership Training Programs in Other Areas. Colleges and universities have numerous schools and departments which are centrally concerned with the pre-service and in-service education of professional workers who are, or who are apt to be, closely aligned with adult basic education programs. (Examples include the areas of elementary and secondary education, social work, public health, nursing, library science, vocational education, etc.). The inclusion of important concepts in regard to the organization and operation of programs for under-educated adults

in the curriculum of such schools and departments would soon eliminate the necessity of providing close to complete training (or in some instances re-training) of professionals who enter adult basic education from other areas. The same that has been said for the curriculum of undergraduate and graduate programs could also be said in relation to the content of hundreds of non-credit educational programs which professional schools to conduct on behalf of their clientele.

By the same token, avenues should be explored with the educational directors of professional associations and governmental agencies and with the training directors in business and industry who could incorporate sessions on adult basic education into their on-going leadership training activities. In a similar vein, voluntary organizations, such as service clubs, organizations of youth leaders, church groups, older youth groups and YMCA's, may find new goals in the opportunities which exist for them to contribute to the preparation of a leadership corps for adult basic education. In fact there may be much to be gained in terms of innovation if the leadership of "non-school" organizations is encouraged to turn its attention to the need for leadership development in the area of concern in this paper.

5. Internships, Apprenticeships and Tutorials. One of the oldest, yet most effective methods for learning a new job, new skill, or new role is to be assigned to work alongside one who has already acquired a high level of competence in the job. This approach to learning is, of course, most effective when the "master" is not only highly competent, but is able to teach the fundamentals of his skill as well! Field work programs and internships to provide opportunities for younger persons with little professional experience to relate theory to practice and to test out principles are offered by a number of colleges and universities which offer either Master's or Doctor's degrees in adult education. The concept of the internship has long been established in the field of medicine and more recently has been implemented in the fields of pre-adult education, hospital administration, student personnel services in institutions of higher education, and in the Cooperative Extension Service. The apprenticeship has a long and respected tradition in the arts and crafts and the tutorial outdates the written history of adult education. It seems logical that one of the most effective and efficient methods for leadership training in adult basic education is to provide an opportunity for newcomers to be assigned to more experienced personnel until they have mastered the fundamental knowledge and skill and acquired the basic confidence needed to do a quality job on their own. At the local level these interns or apprentices

could make substantial contributions as auxiliary teachers, assistant counselors, recruiting aids and the like. More importantly, if the learners and teachers for such a program are carefully selected and matched and if the program is carefully supervised to provide for the acquisition of increasing levels of competence and responsibility, this approach would be highly efficient and effective in broadening the leadership base for the entire field of adult education.

6. Programs for Self-Study and Voluntary Study Groups. A large number of procedures, techniques and devices are available which can be combined fo form the basis for a program of systematic and continuing professional development for individuals who prefer or are required to study alone and for study groups organized for the purpose of the professional development for individuals who prefer or are required to study alone and for study groups organized for the purpose of the professional development of their members. Many universities, publishing companies and state and federal governmental agencies can develop, select, and provide a variety of materials which will substantially contribute to the acquisition of knowledge about the field of adult education through independent study. Examples of such materials include coordinated courses or "packaged programs" of many kinds, correspondence courses, newsletters, professional journals, programmed materials, motion pictures, kinnescopes and audio tapes, published conference proceedings, research reports and bulletins, books, and other visual and audio materials designed to disseminate information. The development of professional libraries relating to adult education on the part of the public library and other agencies such as the public adult school or adult education counsil would be a significant contribution to the development of leaders for adult education in general and adult basic education in particular.

It is hoped that certain agencies such as the U.S. Office of Education, State Departments of Education, University Extension Divisions, and the professional associations for adult educators, will expand their efforts in developing and distributing quality package programs of the sort envisioned here. Such programs should be variable and adaptable so that each consumer can fit the most relevant portions of the program to his particular goals, interests and needs.

The development of reservoirs of materials as herein described would be an invaluable resource to use within the context of other methods of leadership training, and they would be useful as connecting links between residential conferences, community seminars, and other organized educational activities.

7. The Development of Multi-Format Programs. As explained in the previous section, the combining of methods and techniques affords a means for building continuity into the overall design for in-service education and leadership training. Pre-conference reading materials and post-conference assignments which are carried out within the context of local organizations serve to illustrate the concept. Follow-up visits by supervisors or consultants at varying intervals after the conclusion of a residential workshop will enhance the application of acquired knowledge, provide a basis for continuous evaluation, and help develop interest and motivation for continued participation in professional development programs.

The Development and Execution of Educational Programs: Skill and competence in program planning (broad range curriculum development) and in directing the educational process justify the existence of the adult educator. His professional role and responsibility is one of program development and organization on the one hand and program implementation on the other. Unless the adult educator can effectively carry forth these two interrelated functions (or components of them) better than could his clientele by themselves, he has no valid reason for being. The adult educator does not (or should not) perform his role in a vacuum—especially in adult basic education. He collaborates and shares his knowledge and leadership with other educators and with his clientele in nearly every stage of the planning and operational process. In so doing, he continuously strives to achieve the broad goal of leadership development on the part of those whith whom he works.

The program planning function and the program implementation function apply to all levels of the "pyramid of leadership." The teacher of adults, if he is a good one, spends as much, if not more, time in planning than in conducting or directing programs.

The teacher is involved in planning as he develops the knowledge and understanding needed to relate the abilities, aptitudes, past experiences, expectations, anxieties, personalities, felt and un-felt needs, interests and personal goals of his learners to the institutional goals and program objectives of his agency. On the basis of what he knows about his learners, he plans in order to relate and adapt subject matter and materials to their needs and abilities. He plans with them in devising evaluation procedures that will provide meaningful feedback and objective measures of progress toward goals. He plans when he devises ways to insure that newly acquired skills and understanding will be applied by his learners in their "out-of-school" activities. And as a counselor he helps his learners develop their own plans to continue their education upon the conclusion of his particular program.

In effect, planning and teaching are like two sides of the same coin in adult education. We plan in order to teach and we teach in order to plan some more!

In carrying out this planning-teaching-planning-experience and to achieve his objectives, the adult educator is continuously concerned with the selection and application of content, methods, and materials which are best suited to the psychological and sociological characteristics of his learners.

On the basis of the foregoing discussion, the content for leadership training for adult basic education centers about the various stages of the program planning process and the operational stages of the teaching-learning process (the latter are in effect integral parts of the overall planning and organizational process). Briefly stated, these stages are: determining objectives and specifying them to suit the characteristics of a particular group or audience; the training of leaders (student leaders, teaching assistants, recruiters, etc.); promoting the program; the selection and use of methods, techniques, materials, and content; the development and implementation of plans for guidance and counseling; and continuous evaluation of accomplishments.

Leadership training programs for the personnel of adult basic education should focus on certain aspects of one or more of the stages outlined above naturally, the emphasis will vary according to the specific functions and level of responsibility of the persons involved in any particular program.

The ultimate goal of adult basic education is not that of teaching people to read and write. If it were, our task would be relatively simple. The disability of the illiterate adult is not the mere fact of his illiteracy, it is one of cultural disability. Consequently, in helping our clientele acquire the basic skills of learning (reading, writing, arithmetic) we must continuously concern ourselves with helping them develop the higher cognitive skills of reasoning and critical thinking while at the same time making every attempt to achieve development and change in the areas of perception, personality, attitudes, and values. This is the task that lies before the leadership of adult basic education.

SOME WORDS OF CAUTION

As one examines the dynamics of adult basic education certain danger signals can be seen flashing on the horizon. These signals relate to certain concepts, practices and beliefs which are obstacles to the success of the program. When recognized as such, the adult educator can consciously avoid these "pit falls" and move forward with more confidence in the performance of his important tasks.

The major problems referred to here are related to the use of methods or materials, the teacher's perception of his learners, the teacher's perception of himself, the dissemination of misinformation and the acceptance of unsound practices, and the use of tests.

The Use of Method:

In relation to the selection of materials or the use of a particular method it should be pointed out that we have not discovered a panacea for teaching reading to adults. One does not get this impression from the fantastic claims being made for this system or that in today's mail.

The sight-word, phonic, linguistic, "new alphabet," and "color" methods all have strong points, they all have weaknesses. The important consideration is that what works best for one individual or in one particular group may not work best in the case of another individual or group. Some methods work best when used in combination with others. Different teachers find that a particular system, method or combination of methods seems to fit best with their individual style and approach to teaching. If we keep in mind that differences in teachers, differences in learners, and differences in groups are important factors in selecting and using methods, then it becomes important that we avoid the "pitfall" of being locked in with a system or method that does not lend itself to the adaptation and flexibility required to design meaningful learning experiences for adults.

The Teacher's Perception of His Learners:

The increase in activity in regard to leadership training, research, and professional writing in adult basic education accompanied by rather widespread dissemination of information through the mass media contributes to the tendency to view our program, our clientele, poverty, and illiteracy in stereotyped terms. Helpful as they may be, generalizations are seldom useful per se when dealing with the individual and unique characteristics of our clients. Each teacher is responsible for discovering the heterogeneity that exists among his learners and for designing a program that will provide for individual diversification in interests, needs and abilities. In so doing he must also discover the common grounds that will move his students toward group goals and the teaching objectives of the program. It would be disasterous if the teacher began to think of all illiterates as being slow learners, lacking in need for achievement, and incapable of raising their levels of aspiration, etc.

The Teacher's Perception of Himself:

The teacher's perception of his own role in the learning group will have a profound influence on what he does, on what he can and cannot do,

and on his success and failure. Since people are much a product of their environment and since environmental factors are of paramount importance in the realm of perception, values, and attitudes (which are important determinants in motivation), he will find that many accomplishments in the classroom are of short duration as environmental influences pull the learner back to the old ways of doing, perceiving, thinking and believing. The highly ambitious teacher is apt to experience frustration and a sense of failure when, at times, his learners seem to lose the little gains he has helped them to make. This is the time when understanding and the virtues of patience and tolerance come to the fore! On the other hand, there are many things that the teacher can do to help his learners change their own out-of-school environment. He can help them change their way of perceiving themselves and the world in which they live which in turn may influence the learners to change their out-of-school activities, behaviors, and environment.

Some teachers (those with an extra amount of missionary zeal) will attempt to assume the responsibility for meeting the full-range of social, psychological, personal, vocational, and intellectual needs of their clientele. If they are even partially successful in such an attempt to be all things to their learners, they run the grave risk of adding to the very dependency characteristics that they are dedicated to help overcome. In a very real sense, too much help can be less than helpful. The effective teacher will refer his learners to the appropriate agencies when their needs can best be served by outside help in areas beyond the range of his role of competence. An important thing for the teacher to remember is the ultimate goal of helping his learners develop the skills and abilities needed to assume self-responsibility.

The Dissemination of Misinformation:

Hire an' expert or call in a consultant! This is good advice, especially when one is dealing with phenomena as complex as the poverty cycle, human motivation, and adult learning. There are many specialized bodies of knowledge and many knowledgeable people that can be of invaluable assistance as we attempt to improve our efforts in adult basic education. We need to identify more people for consulting services and we could use more teacher trainers, more materials development specialists, more researchers, and more evaluation specialists than we now have in adult education.

Unfortunately, many who loudly proclaim their expertise are not knowledgeable about the field of adult education in particular. To put our reliance in "experts" from other fields, who may assume that because it works with kids, or prisoners, or soldiers, or what-have-you, is unsound unless we first thoroughly satisfy ourselves that the "expert" has understanding, knowledge and competence that we are looking for.

The Use of Testing Devices:

The field of testing and measurement in adult education is relatively new. The professional area of adult educational counseling is newer still. Many instruments which are of value in determining the abilities and aptitudes of adults have recently been reported in the literature. Many good instruments are still hidden from the field and await our discovery, and undoubtedly, the best instruments for use in adult basic education are yet to be developed and validated. In the meantime we should use the best of what is available and heavily supplement testing results with data obtained from other sources.

In any level of education, tests and measurements have substantial limitations of which the teacher or counselor should be aware. He should understand that test results are useful diagnostic tools to add to his source of information. To use such results effectively, he must be keenly aware of what a test can do and what it cannot do. He also needs to appreciate the underlying statistical theory upon which the instruments are developed and be prepared to say that this person is the exception that proves the rule—the 1 in 100 or 1 in 10,000!

If the concept of I.Q. breaks down with age, it has even less validity when applied to non-verbal adults, unless of course one uses a good, reliable, and valid adult non-verbal I.Q. test!

Individual differences and variability among human beings preclude the possibility of automated counseling and guidance given our present stage of development in testing and evaluation. Consequently, each teacher and counselor will find it necessary to learn clinical approaches in developing as accurate a picture as possible about the potentialities and capabilities of his subjects.

THE EDUCATION OF UNIVERSITY EXTENSION PERSONNEL

(Dr. Alexander Charters)

The Need for New Personnel

The field of adult education like other areas is not only growing rapidly but is changing rapidly. Adult educators must make efforts to keep pace. There is simply not time available to have all personnel in adult education complete two or three years of advanced study. This does not detract from the fact that during the past couple of decades the development of a pool of highly educated professional adult educators has been a powerful influence on the field. It is not only desirable but necessary that the advanced students' programs be continued. Nevertheless, the scope of the educational programs must be extended to provide shorter programs as well. The fact that two years of training is of course better than two weeks is not being questioned. The point is that more programs of shorter duration are required.

The need for more staff results from several contemporary developments.

First, there is a substantial increase in the number of adults who are enrolled, and this in turn demands more administrators and faculty to staff the programs. An example of a report showing the increase is that of the NUEA and AUEC Committee on Minimum Data which shows an increase from 1,686,388 registrants in 1960-61 to 2,517,120 registrants in 1963-64. (Enrollment Statistics and Subject Categories for the Fiscal Year 1960-61, and Enrollment Statistics and Subject Categories for 1963-64, Joint Reports AUEA.)

Secondly, there has been a broadening of the types of programs that have resulted in a diversification of activities in the field. As a result, there has been a need for new personnel to fill the vacancies.

In 1953, John R. Morton wrote "University extension in the United States," and in 1956 John P. Dyer wrote "Ivory Towers in the Market Place." When their descriptions of the extension and evening college movements are contrasted with the present situation, the tremendous development and expansion that has taken place over the past several years becomes apparent. The development is reflected in the comprehensive array of new programs in both general and cooperative extension. New programs for adults are particularly evident in television, programmed learning, residential centers, theaters and conferences.

Thirdly, there is also an increase in the number of institutions especially junior colleges which have been opened. Many of these institutions are developing adult education programs and many other older institutions are beginning programs in adult education.

Fourthly, a major factor of contemporary times is the increasing influence of adult education projects sponsored by the Federal Government. The Peace Corps, Office of Economic Opportunity, and the pending Higher Education Act of 1965, have challenged the universities to develop "crash" programs that tax the physical and staff resources of the participating university. Not only do these programs sponsored by the government require additional university staff, but the government administrations also drain off qualified staff from extension divisions to work directly for the government.

In other cases, the status of extension divisions has developed at least to the extent that university administrations have turned over exciting and pioneering projects, such as sponsored by Peace Corps and Office of Economic Opportunity, to extension for development. There are indications that adult education is improving its status which is all the more reason for stepping up the process of improving the competency of experienced as well as new personnel.

Characteristics of New Personnel

The following are some of the characteristics of new personnel:

First, it is assumed that because they are on university staff that each would hold at least a baccalaureate degree and have had professional education in some other field or discipline. Furthermore, many of them are studying in programs leading to degrees—probably in fields other than adult education.

The increase in the number of new entries into the field of adult education is a result of several major factors. It should be noted also that in many cases the new people are in institutions which have just begun programs and which have a small staff. The experienced and more capable ones frequently gravitate to institutions which have more mature programs and consequently offer larger salaries, more professional stimulation and more comprehensive programs. The new personnel to these institutions with new and small staffs are not only less experienced but also have less opportunity for guidance from professionals in the field. It would be expected also that the academic background would vary greatly among the personnel.

Secondly, it is probably that since graduation they have experiences giving them diverse occupational background.

Thirdly, it should also be noted that the new personnel to the field may be committed to adult education as a career, or they may not. This point is related to the fact that some may be working on degrees or professional advancement in a field other than adult education. In other cases, adult education may be simply a step in another profession. In still other cases, the person may be simply testing the field and is not in a position to make a career decision. The issue of their professional development must

be resolved on another basis than a career commitment. Certainly they are not prepared to make a commitment to adult education at the exclusion of other permanent or even vague commitment to another field.

Fourthly, considering the needs and the career orientation, it is not reasonable to expect that in the initial stages of a new position in adult education that an employee is willing to make a substantial financial investment in adult education. In this early stage, this person is probably not willing to change his degree orientation if any, from e.g. language, history or public administration to adult education. He may be willing to use some vacation time but he may even question the use of much time in studying at the expense of "getting the job done."

Commitment of New Personnel to In-Service Education

Before discussing the nature of a program and considering the tentative nature of the commitment, the problems of recruitment of students for even a short program must be considered. For purposes of this conference, this paper is concerned with the problem of preparing individuals to assume positions within university adult education. It should be recognized that other adult education agencies provide in-service training for their professional staff. The American Society of Training Directors and the New York State Department of Adult Education are examples of agencies that sponsor workshops for their members and staff.

It is a premise in this statement that the university should develop the instructional programs for adult education although these programs may be conducted or administered by some other sponsor.

The concern is for all university personnel who in some way participate in the education of adults. They include administrators, professors and research workers who may be experienced or inexperienced. Frequently they may be in units designated as extension, adult education, or a great variety of units such as television, radio. theater: the criterium is participation in programs offered by the institution and which are designed for educating adults.

The definition of university for this purpose includes universities, colleges, community colleges, in fact any institution of higher learning that offers an associate degree or higher.

In a sense, it is a chicken and egg situation. Does one identify and recruit the new staff as students and then develop the program or, on the other hand, develop the program and recruit the new staff?

The prime factor suggested in the professional development of an adult educator is the attitude and commitment of the person's administrative

superior to in-service training. If the chief administrator is prepared to allow time for study, allow expenses for professional meetings, allow expenses for courses and seminars, then there is a possibility of professional development. If, however, the individual is left to his own resources, the possibility of professional education is greatly diminished. All professional adult educators know that their programs for adults will flourish when the sponsor or employer is committed by giving dollars and time to a program. University employers must recognize likewise the importance of professional development of its staff both on a short term and long term plan.

Research Staff

Suggestions which will be made in this paper relate to new administrators. It is important however to mention briefly the research component of the education of adult educators and to stress the fact that it should be integrated into the plan for the education of extension personnel.

The traditional degree programs for adults have been well described in other publications, notably "Adult Education, Outlines of an Emerging Field of University Study," edited by Jensen, Liveright and Hallenbeck. Some fifteen universities now offer programs leading to a doctorate but many others offer programs at the master's level and most if not all of the universities permit students to register on a course basis.

By June 1965 a total of some 456 persons have received doctorates in the field. Added to this impressive number are those who have received a master's degree or have taken a course in the field. The development of this core of professional adult educators has been the result of leadership on the part of a few institutions and their dedicated, competent and enthusiastic faculties. The number, however, as any extension administrator will agree, is not sufficient to provide adequate staffing of university extension divisions. It is only because this personnel has been educated in this way that the next step is possible. These long-term programs need to be increased and the number of graduates increased.

The programs for the preparation of research workers in the field of adult education must continue to extend over an extensive period of time. However, it is suggested that much of the research in areas such as sociology and psychology may well be done by research workers in these fields and not exclusively by adult educators. If research is to be done by these research people then they need to become acquainted with the problems of adult education as related to their fields.

Teachers of Adults

Reference is made to the teachers of adults for the same reason as research was mentioned. All segments of the task must be inter-related.

Much of the teaching of adults at a university is provided by regular faculty members. In other cases, however, faculty members are recruited from the community and they may or may not have previous teaching experience. It is noted that returning Peace Corps volunteers who have had training and experience may be rich source for teachers of adults. Furthermore, the training provided for these trainees and other such persons may provide suggestions for the training of teachers of adults in this country.

It is assumed that the faculty members have competency to teach. The task in this case is for the faculty to adjust to a new situation which includes such factors as a different schedule of classes, modification of assignments, and other such matters. A more fundamental need however is to provide orientation for faculty to a new type of student and to obtain knowledge about the characteristics of adults. It is accepted that a competently trained teacher with appropriate interest and motivation is, with some additional education, able to teach at any level.

Suggestions for Action

The primary concern of this paper as stated is to stress the importance of short-term programs for administrators. The administrators include conference coordinators, directors of residential centers, theater managers, counselors, evaluators, business managers, directors of television and radio programs and promotion specialists.

Here are some suggestions for immediate consideration and action.

1. It is important for the chief administrators of adult education divisions to commit themselves to the continuing education of their professional staff. They must develop programs for their employees cooperatively with university faculty. This type of commitment is not different from the type of cooperation which directors of adult education develop with the other sponsors and programs. This involves an investment of time and money on the part of new administrators.

   To develop this commitment, professors of adult education must be willing to work cooperatively and in confidence with the extension deans and directors. Examples of this type of cooperation are expressed in other fields such as that of public administration. In this the administrators and the professors have evolved methods of communication and have developed their own distinctive roles.

2. A second suggestion is that the universities utilize more of the new techniques such as programmed learning, tele-lecture, television and residential programs. Although it may be desirable to embark on a long-term program extending over several years, it must be realized that new personnel in the field of adult education, as in other fields, require relatively

short programs of practical significance upon their entrance into the field. For most new personnel, career commitment and long-term study programs come at a later stage.

These programs may be of varying length from a few days to several weeks. Individual, institutional or regional meetings may need to be scheduled in new packages to provide for more extensive in-service new personnel training.

3. There is also a need to establish new programs of professional development so that some type of recognition for achievement is provided. Recognition in forms of credit and certificates as accepted by universities must be provided for the educational achievements of new personnel. Just as new degrees with accompanying new types of credit units have been developed for adult students, the same type of experimentation needs to be provided in the field for professional adult educators.

   In spite of protests by those who profess, "learning for learning's sake," but in line with the degree records of most deans and directors, credits and degrees are important. They are in fact the channel to acceptance by scholars, appointment to many university committees, a potential entree to top administrative positions and status, and perhaps even legitimacy by accrediting associations. In addition to all of this, it is affirmed that advanced degrees and certification are a symbol of education. Recognition for achievement can complement learning for learning's sake.

4. For short-term training, the emphasis should be on self-development. Programs of a few days or perhaps two weeks—reasonable periods to be away from the job—should give some substantial attention to the tools of learning. Included could be such items as the location and use of library materials; the source of good programs; the resources of professional adult education associations; the use of consultants.

   The professional adult educator must, like other adults, develop into a self-learner. Like all other learners, he needs specific guidance and assistance.

5. Although useful attempts have been made to set up job classification schemes within the profession, much more refinement is required. Such schemes will be useful in placement as well as in designing curriculum for new personnel.

   In the long-term some attempt must be made to set up professional standards for adult education. Without necessarily developing formal and inflexible standards, some criteria for the measurement of achievement may be developed. The use of proficiency examinations and national standards could be developed.

6. The content of programs developed for new personnel may be placed in three categories:

   (a) There are materials which are immediately applicable to the present responsibility of such staff as program administrators, counselor, or business managers. The pre-conference divisional meetings of the National University Extension Association, programs such as the counseling conference of the Center for the Study of Liberal Education for Adults, and meetings of the Association of University Evening Colleges are examples of this type of activity.

   (b) Once the material that is immediately applicable has been mastered, it is time to proceed to learn about areas related to the position such as those of promotion and community relations.

   (c) The material is of fundamental significance to those commiting themselves to a career in the field. The philosophy and history of adult education and study in other disciplines are examples of areas for study. Especially in the early stages, it should be remembered that many people are not yet committed to adult education. Those with promise must be motivated and encouraged to view the field as a career. One of the first stages then is to provide the education and experiences which enable the individual to do the job so that it is rewarding to him.

All of these discussions have evaded the issue of who is to take the initiative. I suggest that the professors of adult education should take the initiative in concert with chief administrative officers of university adult education programs, and actively invoke all who have interest in the education of adult educators. The professors have already provided for a long term of graduate study program. The time has now come to take the lead in equipping new personnel with the knowledge and skills they need through short-term in-service study programs. In this way, university adult education will be able to respond appropriately to the increased demands placed upon it.

THE NEW PERSONNEL REQUIRED BY THE NEW CLIENTELE OF ADULT EDUCATION: SOME PROBLEMS AND CONJECTURE

(Dr. Howard Y. McClusky)

We live in an activist age. If we could, we would bulldoze our problems and haul them away like the gravel of a morain that blocks the route of a new highway. But the bulldozing model of social change will not solve the problems of a society committed to the goals and processes of democracy. Thus we turn to persuasion and in our moments of perspective to education. Education is becoming something more than merely the transmission of culture. Increasingly, it is being conceived as an instrument for desirable change. If we cannot persuade the mortgage bankers and realtors to break up de facto segration, we can bus children out of the ghettos into integrated schools. The entire apparatus of education from 'head start' to adult education is now regarded as a resource by which the society and society's communities can achieve the goals that a democratic ethos has set for itself.

Evidence for this activist mood is present on all sides. A substantial trace may be found in cooperative extension. Another appears in the domestic and overseas orbits of community development. But it has come to explosive dimensions in the Civil Rights movement and the new federal programs for the culturally and economically disadvantaged. For example, the U.S. Office of Education has set up a unit to implement, by educational means, the equal educational opportunities provision of the new Civil Rights legislation and the Office of Economic Opportunity is organizing new programs of Community Action and Basic Adult Education and establishing new agencies like the Job Corps, Vista, etc.

To say that these programs are completely new would be ignoring the history of similar efforts, but to say that they present demands for service beyond the present performance of existing agencies is an understatement of what is currently a crisis in program and personnel. Whether these demands are beyond the capabilities of existing agencies remains to be seen.

Let us first look at the nature of the target population to which we have become newly sensitive. Above all, it is highly marginal in character. Psychologically most of its abilities and energies are devoted to survival and maintenance needs. Beyond the barest requirements of working, child rearing, eating and sleeping, its members have little margin left for the expansion of self-actualizing activities. Derived from an ad hoc style of living, their perception of time, allows only a limited sense of the future. Immediate is likely to outweigh delayed gratification as a source of motivation.

Sociologically, our target population is located on the fringe or outside the main stream of community life. As a result, its social experience is

usually built around the face-to-face relations of kinfolk and the neighborhood; and, with little affiliation, with the normative structures of formal organizations. Typically it does not belong to the "eager beaver set of joiners."

Educationally the people of our target population are also marginal. They live outside the apparatus of formal schooling. They are less likely to have acquired adequate literacy skills. They are more likely to have dropped early out of formal education. And it is unlikely that they have dropped back in again for a second or third chance. As a result, they will probably be defensive about the necessity of learning and allergic to suggestions that they resume the kind of learning which beat them down in earlier years.

Let us turn next to some of the problems the adult educator would encounter if he were requested to design a program especially adapted to the requirements of a clientele caught in the backwaters of marginality.

First would be the problem of recruitment. Identification would not be difficult. But as in all adult education there would be no legal compulsion to participate. How to attract the prospective customer, overcome his established habits of nonparticipation, and enlist his involvement in an educative experience would require all the resourcefulness of the most effective practioner.

Second would be that of constructing an educational experience (curriculum) adapted to and perceived by the client as meeting his basic needs. Units of formal instruction would take much working over. Usual procedures for conducting a problem census would have to be overhauled. Mailed check lists would give way to behavioral indices, and in-depth interviews. Evaluation would be based more on the realities of follow-up performance and less on the results of verbal tests.

A third problem would concern the setting in which learning takes place. It should preferrably be decentalized, informal and located in such places as churches, settlement houses, halls of labor unions as well as the neighborhood elementary school. Our clientele would probably not travel long distances to attend meetings located in strange and stiff environment.

Fourth, there is the problem of the discrepancies in the language used by the client and that used by the staff trying to help him; and the differences in the cultural background which these linguistic discrepancies reflect. This would consist essentially of an aggravated but familiar problem of communication.

Other problems such as motivation, follow-up, etc. could be listed, but we would miss the full scope of the adult educator's task if we limited our difficulties to implying a classroom situation as the setting in which the relationship between the helper and the client takes place. At this juncture in

our discussion we must be reminded again of the marginal character of our target population. We must remember that we are dealing with a highly dependent segment of our communities, persons who feel powerless and perceive themselves as controlled by individuals and agencies unresponsive to their needs. Instead of encouragement and support, they often feel intimidated by the private and public officials presumably supposed to serve them. In addition our clientele as indicated above, is almost wholly lacking in access to affiliation with organizations through which they can formulate and influence the decisions which condition the circumstances of their lives. In brief they do not know how to use the agency resources supposedly available for their needs; and they do not know how to create the organizational mechanisms necessary to give them a voice in the power structure of the community.

The preceding argument therefore suggests that it would not be enough for the adult educator to be able to recruit his customers, construct an appropriate curriculum, select an attractive setting, overcome barriers of communication, motivate, follow-up, etc. Any effort designed to provide an educative experience for our new clientele should necessarily include the creation of new supportive systems of community action through which the members of our clientele could develop skills enabling them to take a major responsibility for the solution of their own problems. Bluntly and explicitly this means that as part of their education, our new clientele would be encouraged to learn how to secure more effective enforcement of sanitary and health regulations, improve building codes, share in laying down the ground rules of public housing, secure better school facilities, influence the direction of urban renewal, etc. Better yet, they would learn how to generate through new and existing systems of organization the power by which they can make their own contribution to the socially important work that communities need to have done. In short, they would be supported in moving out of the custodial stage of "welfare colonialism" into that of self-respecting autonomy.

In essence, we are proposing that we educate our new clientele in processes and structures of effective and desirable community change.

In order to illustrate and give more substance to the preceding proposal, let us briefly examine four approaches to community change which our adult educator might employ in helping to create the supportive and favorable climate which our new clientele needs for learning.

First is the community school approach. Here the school uses the general interest in the education of the child and adult as a gate to the betterment of the community as a whole. Buildings, facilities, programs and staff are geared to around-the-clock and around-the-year use. Here also are developed mechanisms for the diagnosis and solution of neighborhood and community-wide problems. Examples are the Great Cities project of the large northern industrial cities; Dade County Florida; Harper Creek, Michigan; and the Mott Foundation enterprise in Flint.

A second procedure could be called the decision-making approach. This procedure consists essentially of working with agency persons who have a major responsibility for making decisions concerning policy and projects affecting the life of the community. It would involve the formulation and use of methods designed to locate the strategic decision-makers, and the development of educational programs to support and influence both the pre- and post-decision phases of the process. Syracuse University has made some prototypical studies related to this category. The Detroit Citizens Advisory Committee on School Needs is a good example of the educative process suggested above.

A third methodology could be classified as the conflict-arousal approach to community change. Instead of conflict resolution, the initial stages of this procedure is devoted to conflict arousal. It aims to overcome inertia and apathy by the creation of resentment of powerlessness, especially the forces which give rise to the dependent condition. It places great stress on the discovery and utilization of indigenous leaders as well as a policy of highly decentralized self-help. Its major weapon is organization designed to produce political action. This approach has been used by Saul Alinsky and his Industrial Areas Foundation in over 40 industrial cities in the country. A variation is currently being employed by a project in Syracuse recently subsidized by the Office of Economic Opportunity.

A fourth catefory could be termed the problem-solving, enabling procedure. It usually originates in an urgent perception of need expressed by a strategic group of community leaders, and is followed by overlapping stages of deliberation, study and action. It was employed by the Ogdens in Virginia and is currently used by Poston, the Biddles, the staff of Community Adult Education at the University of Michigan, and elsewhere.

There is no claim here that the above classification produces a tightly differentiating taxonomy. There are elements in each category common to the others. It is sufficient for the others. It is sufficient for the purposes of this discussion to point out that the experience of a large number of workers provides some guidelines for assisting adults to improve the conditions of community life.

By way of summary we have argued that the Civil Rights movement, federal programs for the reduction of poverty and similar efforts have revealed a potentially new clientele as psychologically, sociologically and educationally marginal in character, and have briefly reviewed a number of problems which the adult educator would encounter in the course of devising a program designed to meet their needs. We turn now to some of the more operational requirements of our case and begin by calling attention to the new kind of personnel which the programs suggested above would require.

Let us first consider the administrator. He would be subject to much state and federal control on the one hand and to a different kind from that governing most existing institutions of instruction. In addition he would need to be highly inventive in adapting existing procedures and material and in devising new ones. He would inherit few guidelines from earlier practice for there would be very little relevant experience on which to draw. Instead of administering a program already well-established such as a school, social agency, long-standing governmental department or library, he would have to build his program largely from scratch, improvise after he gets under way and then administer the results of his improvization. Where will we find and how will we train this kind of an administrator?

Consider again the operating (instructional? assisting?) staff. Except in rare cases, the traditionally didactical approach would almost certainly fail. The instructor should be equipped to employ a variety of methods and materials, shuttling flexibly within a wide range of alternative procedures in order to meet the even wider range of individual differences in readiness, interest and ability which his new clientele would present. He would also need to be at home in a variety of roles. At times he would be enabler, encourager, consultant, nudger, tutor, assistant, and group leader. Where will we find, and how will we train this kind of a performer?

But administrators and teachers will not be sufficient. We will need "Community Organizers" (see Alinsky and the Great Cities Project). In some cases we will need a new kind of program director (see the "building-director" of the Mott-Flint enterprise). He should be equipped to spot and work with the "power structure." He should know how to initiate and activate mechanisms of self-help, and then be judicious enough enough to step aside and influence unobtrusively, if at all, after the mechanism is oiled and begins to operate. Above all, he is the knowledgeable (if not sophisticated) antennae in the community relations of the program's operations. Where will we find and how will we train this kind of agent of community maintenance and change?

So far our examples have been taken from the professional side of the personnel requirement. The non-professional phase remains to be examined. When we review this sector, we encounter a new category of practitioner, heretofore relatively unknown (if at all) to those traditionally and professionally involved in education and the social services. The nearest parallel is probably the "practical nurse" in the area of health care.

The best current and lively example of this category is the "indigenous leader" so prominently featured in the aspirations of the "Poverty Program." The manual for field workers of the Community Action phase of the Department of the Office of Economic Opportunity is a striking confirmation of this point. The "indigenous leader" comes from the very clientele he is selected to serve. Their needs are his needs; their life style, his life style; their language, his language. In fact he is one of them and is so perceived by his neighbors.

He is the bridge across the gap of communication between those trying to help and those presumably trying to help themselves. The point is, that though he may be paid, usually he is not a volunteer, and he is not a professional—not by a long shot. And as far as we know he appears in neither the theory or the practice of the repertoire of professional operatives. Here is a new domain and a new challenge for the adult educator. How will we locate and work with this new practitioner? There may be some help in the experience of Alinsky, and in the village worker of overseas Community Development as well as the Mott program in Flint. Otherwise it appears that this is largely an unexplored terrain. To complete the inventory, we should add the "ubiquitous worker" and the volunteer.

We come now to the culminating questions of this presentation. Where will we find, and how will we train this new personnel, and who (what agency) will take the responsibility for these functions.

For many reasons and for the forseeable future it is the contention of this presentation that the tasks suggested by the preceding questions will be in-service in character. We may find some of our new personnel in the existing ranks of vocational education, public school adult education, and University Extension. My guess is however, that these will be relatively dry sources. We may find a greater response from the ranks of churches, schools, governmental and health agencies which have a tradition of serving the lower third of the community social structure. We may have even greater success in the ranks of the social services, settlement houses, and labor unions. At least the sources of recruitment will be largely outside the orbit of the traditional practitioners of adult education.

When will he be trained? Possibly in summer-long institutes, but more probably in an extended week-end or week-long workshops interspersed with work on the job. Who will do the training? Possibly colleges and universities with strong departments of Social Work, Community Adult Education, and Community Development. Possibly, also in ad hoc programs set up within the agencies concerned. In this case, the federal government would ultimately set up its own programs of training for the new programs for which they are responsible.

What are the implications of the above speculations for the Professors of Adult Education? The clientele which are the subject of this discussion have no status, no prestige and so far little power which they can wield for summoning the resources of existing educational institutions. Moreover their needs, except for research (see Eli Ginzberg), have rarely been the concern of the higher learning. In their drive for academic respectability even the Land Grant University System are beginning to have misgivings (although guarded) about continuing their historic concern for the common man. At any rate, if it had not been for the social dynamite released by the Civil Rights movement, and the massive intervention with legislation and hundreds of millions of subsidy by the federal government, the educational voice of the affluent middle and upper

classes, namely our present apparatus of the higher learning, would have scarcely raised a squeak on behalf of the drop-outs and isolates of the American scene. The monumental, eighteen karat question is: Can a field already marginal, and a field whose professional ranks are still thin take on an additional job which is even more marginal than the one to which it is presently committed?

Whatever the answer, these at least are questions which the Professors must confront and ponder if they are to maintain their role of leadership. For it is quite possible that if the proposed legislation for the enlargement of University Extension should be enacted, we could wake up some day to discover that departments of Social Work, Public Health, Public Administration and Institutes of Labor and Industrial Relations either singly or in combination would be developing new programs of what are essentially training in adult education; and the departments of professional training represented by the professors of adult education would be looking on from the sidelines as the procession of new workers forms and moves into this new domain of educational service.

The Workshop

The workshop experience was organized to take place over a period of three days. It was designed so that the first day could be devoted to an exposition of the problem, the second day would provide the participants with the opportunity to work on approaches to the problem, and the third day for feedback and further discussion.

First Day

To present the problem, it was planned to bring the participants into a direct confrontation with those who had governmental responsibility for various programs related to adult education. Those who participated were:

Mr. Charles Lavin
Program Evaluation Officer, Office of Special Services, Welfare Administration, Department of Health, Education and Welfare (concerned with the Title V of the EOA).

Mrs. Barbara Coughlan
Special Assistant to Commission Winston, Welfare Administration, Department of Health, Education and Welfare (concerned with Title V of the EOA).

Dr. George Arnstein
Director, Neighborhood Youth Corps, Department of Labor (Title IB of the EOA).

Dr. Benetta Washington
Director, Women's Job Corps, Office of Economic Opportunity (Title IA of the EOA).

Dr. Monroe Neff
Head, Division of Adult Education and Community Services, State Board of Education, North Carolina (Title IIB of the EOA).

Dr. David Paynter
Director, Job Corps Rural Centers, Office of Economic Opportunity (Title IA of the EOA).

Dr. Deborah Wolfe
Professor of Education, Queens College, New York; formerly on the staff of the House Committee on Labor and Education (various legislation related to adult education).

Dr. Hans Spiegel
Deputy Assistant Commission for Relocation and Community Organization, Housing and Home Finance Administration (urban extension).

Others were invited to participate but found themselves unable to at the very last minute. These included representatives from:

Community Action Program, Office of Economic Opportunity (Title II A of the EOA).

Division of Vocational Education, U.S. Office of Education (MDTA).

Men's Urban Centers, Office of Economic Opportunity (Title I A of the EOA).

The general plan of the day was about fifteen minutes of introductory remarks by the speaker followed by discussion and questions from the participants. As might have been expected, it was not possible to stick strictly to this arrangement, and in general there was a lengthy exchange between the speakers and the participants. In most cases, the speakers were able to stay through other parts of the program and during the breaks and lunch there was much additional discussion.

The Second Day

Recognizing that the participants are professionals with specific areas of competency and experience, very little effort was made to structure the second day. Three rooms were assigned for the use of the participants and after that they created their own agendas for their individual groups.

The major difference between the participants in the first and second days was in the resource group. The first day, there were persons present representing Federal programs which are creating the need for additional adult educators. The second day, the group was almost exclusively composed of those with direct responsibility for the professional development of adult educators or the administration of significant adult education programs.

At the end of the day, each work group produced a written report. As had been indicated to the participants earlier, these reports were not to reflect the proceedings of the entire day, but rather the consensus of thinking within the group.

The following are the reports submitted by the various groups. These reports then served as the basis for the discussions on the third day.

REPORT OF THE ADULT BASIC EDUCATION WORK GROUP

A. The Problem Areas

1. Short Range—Within the next four months a crash program must be initiated and carried out to orient and equip those who have administrative, training, teaching, and other supportive roles in adult basic education.

2. Long range—Plans to develop leadership and training competencies must be developed and built into the curricula of teacher-training institutions. These must include long-term residential programs and must take into account the reality that much of this work will be done with administrators rather than teachers.

B. Content Areas for Training of Teacher-Trainers

1. Indoctrination and orientation to adult basic education.
2. Sociological understanding of the adult illiterate.
3. Psychological understanding of the adult illiterate.
4. Selection, use, and knowledge of systems, materials, and how to get them.
5. Methodology of adult basic education.
6. Knowledge of testing, appraisal, measurement, and counseling.
7. Personal living—consumer education, life problems, etc.
8. Content of Curriculum
   a. Understanding the world of work
   b. Understanding the society
   c. Understanding their own city (census data) and the change factor.

C. Relationships of teacher-training institutions to other agencies:

Recruiter

Counselor

Illiterate Adult	Instructional Team (Teacher)	Trainer (Master Teacher)	University

Social Worker
(Community Change Agent)

1. The role of the university is at least:
   a. To train trainers designated by state departments of education to local school systems.
   b. To provide consultative services to any group engaged in adult basic education.
2. Functional relationships must be established with state departments of adult education within whose jurisdiction Title IIB programs are operated.

D. Potential Contributions of Professors of Adult Education

1. Providing leadership in the entire area of training—for teachers, trainers, and administrators.
2. Helping in any possible way to expedite the "crash program" but giving closer attention to the long-range problem of tooling up and mobilizing resources for the extended period which lies ahead.
3. Involving other disciplines to utilize their contributions to the field of adult basic education.
4. Developing a training model capable of being adapted to many situations, perhaps to be used by institutions not currently involved in adult education programs.

E. Recommendations:

1. Work to include an adult education component in all teacher-training programs.
2. Develop an inventory of university resources which could be made available where needed.
3. Do whatever is necessary to set up local or regional institutes concerned with training of trainers.
4. Establish an effective communications network between state departments of education, universities, and local school systems engaged in adult education.
5. If aggressive action is needed, if getting off the seat and from behind the desk is called for—do it! The field of adult education is being flooded with "quick buck" artists. Responsible leadership is needed. If professors of adult education don't provide this leadership, who will?

REPORT FROM THE UNIVERSITY EXTENSION GROUP

I. General Statement of Need:

It is important for the chief administrators of adult education divisions to commit themselves to the continuing education of their current professional staff. They must develop programs cooperatively with university faculty. To develop this commitment, professors of adult education must be willing to work cooperatively and in confidence with the extension deans and directors.

Recommendations

1. More direct and immediate relationships and channels of communication should be established between professors of adult education, deans and directors of extension, and such organizations and NUEA and AUEC (organizations concerned with continuing education at the university level). Emphasis should be placed upon cooperative planning for specific programs of pre-service and in-service training of university extension personnel, and subsequent provision of these programs.

II. General Statement of Need

We recognize the urgent need for substantial and extensive short-range programs to provide trained personnel for working with new and emerging activities of federal agencies. In addition, the established programs of adult education require increasing numbers of trained personnel. Beyond meeting the immediate needs for short-term training, we must not neglect the necessity for increasing substantially the number of professional adult educators with graduate degrees in the field. Information about existing and future programs must be disseminated more adequately if they are to achieve their fullest potential.

Recommendations

1. That the deans and directors of university and college adult education give serious consideration to the scope and extent of training required for staffing quality programs of adult education.
2. That the professors of adult education consider what kinds of training programs might be made available on a local, regional, and national basis to meet the critical training needs of new extension personnel and others involved in adult educational responsibilities.
3. That regional, short-term programs for new university extension personnel be established and that professors provide tutorial instruction on their own campuses for new extension personnel.
4. That significant internship experiences in a broad range of extension programs be provided as part of the training effort.

5. Both new and experienced federal employees engaged in cooperative adult education activities with university extension personnel should be encouraged to participate in appropriate pre-service or in-service training for these activities. The Commission of Professors of Adult Education should plan with Federal Career Service officials for this activity.

Recommendations to the U.S. Office of Education

1. The Adult Education Branch of the U.S. Office of Education should collect and disseminate, on a systematic and regular basis, information on opportunities for credit and non-credit training for adult education personnel.

2. The U.S. Office of Education should provide the initiative and funds for a conference of professors of adult education and deans and directors of general and agricultural extension for the purpose of planning and projecting the programs needed to provide trained personnel for adult education programs.

3. The U.S. Office of Education should be urged to consider providing funds for the support of short-term training as well as graduate programs in adult education.

III. General Statement of Need

Tangible forms of recognition for participation in professional development efforts is highly desirable to provide the incentive and sense of professional identity which are necessary for any field.

Recommendation

1. Participation in planned programs for professional preparation and improvement should receive tangible recognition. Such recognition should be appropriate and consistent with institution practices and standards, and might well take the form of certificates for non-credit programs.

IV. General Statement of Need

The changing character of extension efforts and the impact of recent legislation highlight the need for mutual understanding and better coordination among university extension services.

Recommendations

1. There should be planned opportunities for general extension and cooperative personnel exchange problems, share mutual concerns and consider new cooperative relationships.

2. The U.S. Office of Education and the Federal Extension Service should be encouraged to sponsor the initial dialogue between the two extension services.

V. General Statement of Need

Although useful attempts have been made to set up job classification schemes within the profession, much more refinement is required. Such schemes are needed in placement as well as in designing curriculum for new personnel. In the long-term some attempt must be made to set up standards for adult education programming within institutions of higher education.

Recommendation

1. The Commission of professors of Adult Education, the U.S. Office of Education, and individual universities should explore the various aspects of standards, job classification, and accreditation.

VI. General Statement of Need

A planned sequence of training experiences should be established for new personnel.

Recommendation

1. The training should be concerned initially with the immediate problems and responsibilities of the staff position, and next be concerned with more general topics of extension policy, procedure, and philosophy. These training efforts should culminate in formal programs of graduate study in adult education when a career commitment exists.

REPORT FROM THE COMMUNITY ADULT EDUCATION GROUP

Assumption: The unique role of Adult Education trainers is in training staff for the many aspects of poverty and basic adult education programs, not in operation or otherwise directly engaging in these programs.

Recommendations

1. In cooperation with the U.S. Office of Education, an inter-institutional group of trainers should design and offer one or more special training programs for potential trainers to acquaint them with problems and possibilities of working with clientele in OEO programs including Basic Adult Education Programs.

2. Trainers should initiate relationships with these programs to engage in designing, testing, and evaluating different patterns of pre-service and in-service training in adult education technology for workers in these programs.

The Third Day

Conclusions and Recommendations

Reports from all the groups were duplicated and distributed to the participants in the conference. After they had the opportunity to study the reports, a discussion followed. This generally took the form of a discussion led by one member of the work group who had been previously designated by his group.

The summary report which appears below was written by the workshop coordinator based upon the written recommendations of the workgroups and the essence of the oral discussions on the third day. It is quite possible that this section does not adequately reflect the essence of the group feelings. However, given the particular group of participants, it did not seem appropriate to take a vote or search for consensus. The goal of the workship was not to come out with a report to which all participants could subscribe. Rather, the goal was to make these adult education leaders more aware of a current problem area and the opportunity to meet with their fellow professionals to assess what might be done by them as individuals as well as in any collective roles they might have.

To some degree, the following recommendations, suggestions, and problem areas are already reflected in the working papers and the workgroup reports. However, it is believed that there is some value in listing them at this point to reflect some major contributions from the last day of the workshop.

1. The University as a Resource

   It can readily be seen that most universities contain within them the resources to make a significant contribution in Federally assisted programs for adults. Most of the universities represented have faculties of education, psychology, sociology, and behaviorial sciences. These are crucial in the development and operation of the new programs. The problems that arise become in a sense; how, and how much?

   As currently organized, some universities are already prepared to make their contribution. For others, it might be necessary to explore some new patterns of organization to make the most effective use of professional resources. With the emphasis on rapid adjustments to serve a variety of new clienteles as well as the expansion of existing clienteles, there may be the need for some new office in the university complex to coordinate these programs. It is apparent that many universities have faculty resources which have not been fully utilized. An inventory of faculty talent related to the Federally assisted programs might be a necessary, though ambitious, project for many universities.

   The problem of "how much" relates to straining the resources of the university. More demands are being placed upon these institutions than ever before. Given their primary role of providing higher education,

how much can they be expected to contribute to programs dealing with adult education, but not necessarily in the higher educational area? One point of view is that the universities can make a significant contribution in the development of leadership in adult education. They have been doing this for many years. However, the number needed has become larger and the timing more urgent.

2. Training institutes

One approach in utilizing the resource of our universities might be in the conduct of institutes for adult education leaders. This is certainly not new and there is ample precedent in the institutes conducted under the National Defense Education Act and the National Science Foundation. This past summer some universities conducted specialized programs such as that under Project CAUSE.

It might be desirable to begin planning on a longer range basis, say about two years, for a series of local and regional training institutes to meet specific needs. By such advance planning, the Federally assisted programs are more likely to get the pick of the faculty and the benefit of good training design. Hastily conceived programs, no matter how much money is available, do not make the best use of the university as a resource in developing adult education leaders and practitioners.

Specifically, planning should be started as soon as possible for a nationwide series of summer institutes for the summer of 1966. It should not be organized as a one-shot affair but rather as part of a national program for developing the personnel required for the Federally assisted programs in adult education.

3. Clearing house on training

As more universities and other qualified institutions train adult educators, the need for some kind of coordination becomes pressing. The values of effective training designs are limited to one group, or even become lost after the training has been completed. In other situations, failures are buried so that new training programs lose the benefit of this experience and therefore cannot be criticized for making the same mistakes.

If possible, the Office of Education should establish such a clearing house. If they lack the personnel and facilities, this might be contracted out to a professional group or organization. The compilation in some organized fashion of these training experiences could be a vital contribution to our understanding of adult learning and the preparation of adult educators.

4. Personnel needs

At this time, it is difficult to identify exactly the kinds and numbers of personnel needed. Qualified professionals have tried to project the needs and for the next year they run from 20,000 to 100,000 new adult educators. This does not include the retraining of those with professional competency, but not in the area required by the expanded Federally assisted programs.

It is necessary to have data related to the job classifications, standards and numbers of adult educators needed. Of course, it would be difficult to develop national standards and quotas and this might not even be necessary. However, encouragement and assistance must be given to leaders at the local levels to develop realistic appraisals of their personnel needs. This should be done in conjunction with those who have the capability for developing the needed personnel.

5. Role of Professors of adult education

In general, the professors of adult education have made significant contributions in various areas of adult education. Now, however, there are new pressures and demands. It is not a question of whether they can make a contribution. This is obvious. The problem is rather whether they can make a contribution without seriously changing the more traditional roles they have performed. Also, in changing the focus of their activity, will they be leaving undone a very necessary function, namely, the preparation of professional adult education leadership at the graduate level.

It is true, that there is no one general role that all professors adhere to, to the exclusion of any other roles. Many of the professors have particular specialities (community leadership, employee training, group process) and this tends to make each a bit different. Indeed, it would be unrealistic to think of them as all playing the same role, and it would be professionally undesirable.

The force of their particular institutions also cast them in different roles. In some institutions, they are in the School of Education, while in others they occupy posts in other organizational units. Their placement in the organization will also affect their roles.

Given the limitations of institutional placement and individual specialty, there are still enough common elements so that one can refer to the professors of adult education as a general group. The identification of the professors through the Commission of Professors of Adult Education also contributes to their identification. As a group, then, it may be important for them to assess the nature of this new challenge to adult education and to explore the ways in which their more traditional roles may have to be altered to meet this challenge.

6. Additional staff

At this point, some of the professors who are fairly active in the Federally assisted programs are finding that it is far too easy to become over-extended. As soon as one exhibits the professional competence to be expected of a professor, there are many demands for assistance from those who have responsibility for the expanding adult education programs.

If those responsible for Federally assisted adult education programs have expectations of the professors, additional professional and semi-professional help must be provided. The more that is expected of the professors and other adult education leaders in operating programs, then, that much more must be provided in the way of assistance.

Such assistance has many implications. For example, through supplying the professional leadership with assistance (in the form of assistants) it may be possible to create a real system of internships and fellowships which have been sorely lacking in adult education. The needs of the Federally assisted programs could be met, and at the same time many more professional leaders could be prepared.

7. Long range and short range goals

Through the above recommendations runs a thread which may now appear obvious. It is essential to differentiate between the long range and the short range goals. Both are necessary, but for any particular situation, at any specific time, it is too easy to confuse the goals and hence be misled into faulty decisions.

The establishment of long and short range goals cannot be done unilaterally by the professors and those who have the needs for additional adult educators. The process of setting these goals could be of great help in clarifying the resources available through the professors and those that might best be found elsewhere. This process of clarification of goals would also be of help to those professors who are ready to begin re-examining their role in light of present demands.

8. Individual responsibilities

In much of what has been written above, the professors are referred to as if they represented one cohesive group. Despite their professional identification in the Commission, they still function very much as individuals. Also, some of the needs may be met by educational leaders who are not professors but hold other posts (mainly administrative) in the adult education picture.

In addition to their collective role, these adult education leaders should be considered as individuals. As can be expected, some will be more ready to move than others—indeed, some have already made significant contributions to Federally assisted programs of adult education.

Conclusion

As this final report is being written, it is not possible to identify the specific results of this workshop. Letters from participants, telephone calls, and individual personal contacts have indicated to the workshop coordinator that some of the participants are re-appraising their former positions, and many of the participants have stated that they have a new appreciation of the problem.

If possible, it is hoped that this workshop can be evaluated. Yet, it would be naive to expect that this workshop, or any single experience can be identified as the point at which a significant professional group chose to alter their role. Such a change is gradual, and indeed it should be. There is much more to be done in the way of probing before the contribution of adult education leaders can be clearly identified.

Yet, the pressure of time and the expectations of those adults to be served does not permit us the leisure of protracted introspection. In the course of its history, adult education has faced many challenges. It has never faced the combination of challenge and opportunity which is today within the grasp of adult educators. The evaluation of this workshop rests in the future—in the specific actions of professors of adult education, administrators of adult education—those who attended this workshop. Their actions will be the evaluation.

WORKSHOP ON ADULT EDUCATION

The George Washington University
September 7 - 9, 1965

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